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ABSTRACT

The report describes Detroit's Adaptive Physical Education Consortium Project in Michigan. Among the main objectives of the project are to coordinate all physical education and recreation services to the handicapped in the Detroit area; to facilitate the mainstreaming of capable handicapped individuals into existing "regular" physical education and recreation programs; to establish an adapted sports and recreation lending library available to all schools, universities, community agencies, and individuals (including parents) who join the consortium project; to conduct inservice training programs for all project participants; to create a teaching laboratory where adapted physical education, therapeutic recreation, and dance therapy students can polish and develop their skills; to develop various products to assist in the coordination and communication of project activities; and to establish an advisory council and parent roundtable to offer guidance and assistance to the project. (DLS)

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THE DETROIT APPROACH TO ADAPTED PHYSICAL EDUCATION AND RECREATION

For many years physical education and recreation services to the handicapped have been fragmented, inconsistent, and lacking in continuity. In most large communities a typical situation found the various community agencies, public schools, recreation departments, local colleges, and private schools all going in separate directions in providing recreation and physical education programs for handicapped individuals.

In response to this situation in the Detroit area, the Detroit Public Schools, Department of Special Education, submitted a proposal to the Bureau for Education of the Handicapped entitled, DETROIT'S ADAPTIVE PHYSICAL EDUCATION CONSORTIUM PROJECT. The Project was approved and funded under the Model programs by the Bureau in October 1978.

The Project became operational with the selection of a Project Director and Project Coordinator in the fall of 1978

Among the main objectives of the Project are:

(1) To coordinate all physical education and recreation to the handicapped in the Detroit Area.

(2) To facilitate the mainstreaming of capable exceptional individuals into existing "regular" physical education and recreation programs.

(3) Establishment of an adapted sports and recreation lending library, available to all schools, universities, community agencies, and individuals

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(including parents) who join in the Consortium Project.

(4) Conducting of inservice training programs for all Project participants.

(5) The creation of a teaching laboratory where adapted physical education, therapeutic recreation, and dance therapy students, may polish and develop their skills.

(6) Development of various products to assist in the coordination and communication of Project activities.

(7) Establishment of an Advisory Council and Parent Roundtable to offer guidance and assistance to the Project.

COORDINATION OF SERVICES

The impetus of the first year of the Project was to initate all components and objectives. As expected the biggest task proved to be identifying and involving the various groups working with special populations. While the Special Education Department, and the Division of Health and Physical Education worked closely together to facilitate mainstreaming activities, the involvement of organizations outside of the Detroit Public School System required extensive follow-up.

Through the use of various information pieces including

letters, questionnaires, and personal contacts, the Consortium was formed. The key theme of the Consortium is that a pooling of the local agencies ideas, personnel, facilities, equipment, and goals will better serve the Detroit areas handicapped population.

To date numerous agencies have become actively involved in the Project.

Wayne State University and Marygrove College in Detroit are among the sites for the inservice training component.

Detroit Recreation Department, Detroit Society for the Blind, Easter Seals Society, American Red Cross, United Cerebral Palsy, Boys Clubs, Metropolitan YMCA'S, Detroit Area Boy Scouts, F.A.R. Conservatory, and the Poison Control Center of Children's Hospital, are among the community agencies actively participating in the Project. As partners in the Consortium the community agencies share their facilities, provided consultant services, participate in inservice training sessions, and have borrowing privileges at the lending library.

MAINSTREAMING

Considerable effort was made to assist in the mainstreaming of handicapped children into regular physical education and recreation programs. The Project staff met regularly with various administrators, staff personnel, faculty groups, and parent groups to encourge integration of existing programs. Both school and community agencies were offered use of the lending library and consultant services to help facilitate mainstreaming programs. In addition all individuals involved in the integration of physical education and recreation programs were invited to be part of the inservice training sessions.

At the completion of year one (1) of the Project twenty-two (22) physical education and recreation Programs, that were previously segregated have been mainstreamed with Project assistance.

LENDING LIBRARY

The lending library has proven to be one of the most popular components of the Project. Eighteen thousand ($18,000) of adapted equipment, supplies, books and records are available to participating schools, community agencies, and parent groups working with handicapped individuals.

The library provides equipment on a loan basis to local schools and agencies that would be otherwise unavailable due to financial limitations. In addition unnecessary duplication of various equipment items are avoided. The library contains adaptive equipment for each of the varied handicapped conditions, including such items as Monopoly for the Blind, braille playing cards, table games, parachutes, scoreboards, adjustable basketball hoops, and audible balls. In addition the record section includes such recordings as "Get Fit While You Sit", "Roomnastics", and "Parchute Activities for Special Population". A total of eighty (80) records are available.

In addition seventeen hundred (1,700) books in the area of adapted sports and recreation are available to borrowers. The library also contains such adaptive physical education curriculum programs as the "I Can" materials.

Due to the overwhelming response to the lending library, we look for it to continue to expand in the years ahead.

INSERVICE TRAINING PROGRAMS

Realizing that the integration of special populations into physical education and recreation programs would require intensive training, an inservice workshop program was developed.

The program utilized national experts, local professionals, and talented demonstrators, to conduct a series of training sessions. Workshop topics included such things as physical education activities for the handicapped; sports and recreation for the handicapped; therapeutic dance; and individualized educational programs for the handicapped. The target population of the inservice consists of special education teachers, physical education teachers, community agency professionals, and parents of handicapped children.

Sessions for year two (2) will include such activities as adapted aquatics, training wheelchair athletes, and fine arts for the handicapped.

TEACHING LABORATORY

The gymnasium of the Poe Trainable Center in Detroit has been outfitted with the latest adaptive physical education equipment. The gymnasium is staff by a master adapted physical educator and physical education aids. The gymnasium is used as one of the inservice training sights and is available to university students and teaching professionals as an observation and experimentation sight.

PRODUCT DEVELOPMENT

One of the objectives of the Project is to coordinate physical education and recreation services to the handicapped in the Detroit area.

The first year products of the Project were developed with this in mind.

First year products included the following:

(1) INITIAL PROJECT UPDATE.

A one hundred (100) page volume that summarized the implementation phase of the Project as well as the Project developments through March 1, 1979.

(2) FIRST YEAR UPDATE.

A two hundred (200) page text that includes a summary and evaluation of all components and objectives of year one of the Project.

(3) PARENTS RESOURCE GUIDE.

A one hundred (100) page Directory of Physical Education and Recreation Services for Handicapped individuals in the Detroit area.

(4) THE ADAPTOR.

The Project Newsletter which lists activities, schedules of events, articles, and programs for handicapped individuals. Contributors include school personnel, recreation department staff, community agencies, Project staff, and parent representatives. The goal of the Newsletter is to inform all agencies, schools, and individuals of specific sports and recreation activities available to exceptional individuals in the Tri-County Detroit area.

(5) THE PROJECT BROCHURE.

Provides a quick description of Project personnel, services, hours, contact persons, and phone numbers.

ADVISORY COUNCIL AND PARENT ROUNDTABLE

The role of the Advisory Council is to recommend to the Project staff a course of direction for completion of Project goals and

objectives. The Council consists of community agency leaders, university representatives, school administrators, physical educators, special educators, and parents. This advisory group is broken into four (4) standing subcommitties including:

(a) Inservice Training Subcommittee;

(b) Equipment Recommendation Subcommittee;

(c) Special Events Subcommittee;

(d) Publications Subcommittee;

The Roundtable consists of parents of exceptional children who work with specific subcommittee members and assist in the implementation of Project activities.

An important key to the initial success of the Project has been the complete cooperation of the Detroit Public Schools Special Education Administration. Both the Superintendent for City Wide Schools and Programs, and the Special Education Director, have encourage the Project staff from the first week of operation. In addition to ongoing assistance, these administrators have added the prestige necessary to attract key community agencies and organizations to the Project. Leadership in any Organization must originate at the top, and in the case of Detroit's Adaptive Physical Education Consortium Project, that leadership has been abundant.

Other keys to the early positive steps taken by the Project include "selling" the Program to the actual implementors of the Projects components. While approval by top administration is crucial, the conviction and resolve of grass root "doers" will be the difference between excellence and mediocrity. With this in mind the Project staff met almost daily with physical education teachers, special education teachers,

recreation instructors, local school administrators, parent groups, and student organizations. The ability to convey to these groups the benefits of the Project so Exceptional children, is the heart and soul of any success the Consortium has experienced.

Another factor contributing to the success of the Project is the assistance provided by various national organizations. Consultants from the American Alliance of Health, Physical Education Recreation, and Dance; Congress for Exceptional Children; and Model Programs Support Systems, have provided timely suggestions and recommendations.

In Detroit we are also fortunate to have a highly competent staff in the Department of Federal, State and Special Projects Development. The department staff has been a guiding light in virtually all Project activities.

While the support of all the mentioned contributors has produced an impressive Project structure, the criteria for success that supersedes all others has been the Program's ability to deliver services to special populations. A void in the area of Sports and Recreation for Handicapped individuals is being filled. The bottom line is not thousands of dollars in Adaptive Equipment; not extensive Inservice Training Sessions; not sophisticated Product Development; but rather the transforming of all these tools and resources into a synchronized educational delivery system that benefits exceptional children.

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